



Kingsway Primary School: A Strategic Approach to Behaviour 2026-27

Behaviour Lead - Gareth Dale - Academic Year 2026-27

Our Behaviour Vision

At Kingsway, we believe that **behaviour is communication**.

We are committed to creating a safe, nurturing and ambitious environment where every pupil feels valued, respected and able to learn. Our approach combines high expectations with strong relationships, recognising that children learn best when they feel safe, understood and successful.

Environment

Create calm, orderly and purposeful learning environments.

Self-Regulation

Develop pupils' self-regulation and emotional literacy.

Safety

Reduce peer-on-peer aggression and violence.

Intervention

Support vulnerable pupils through early intervention.

Consistency

Ensure all staff respond consistently and confidently.

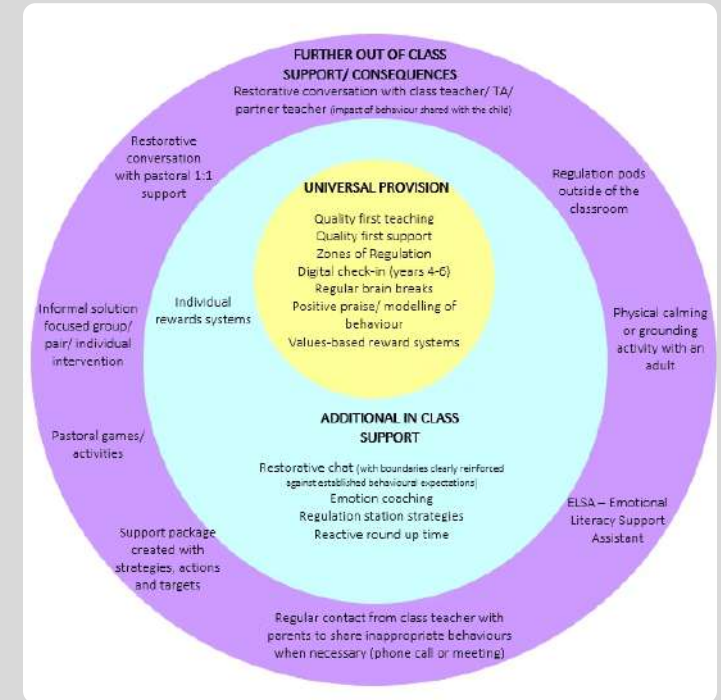
Responsibility

Build a culture where every adult takes responsibility for behaviour.

The Kingsway Behaviour Model

A three-tiered approach to behaviour support — moving from whole-school provision to targeted class-level work to intensive individual intervention.

- 90–95% of behaviour success should come from universal provision. The strongest behaviour systems are **preventative rather than reactive**.



Universal Support

For all pupils — the foundation of everything.

Targeted Support

Class and cohort level — where patterns have emerged.

Intensive Targeted Support

Individual pupils — strategic, relational, multi-agency.

CHAPTER 1

Universal Support

Provision for **all pupils** — the foundation of a preventative behaviour culture at Kingsway.



Consistent Adult Responses



All staff:

- Use agreed language.
- Apply expectations consistently.
- Follow behaviour procedures predictably.
- Model calm and regulated behaviour.

Children should experience the same expectations regardless of: class, teacher, time of day, or location.

❏ Consistency is not uniformity — it is the predictable, safe experience every child deserves.

Positive Relationships First

We prioritise:



Greeting Pupils Positively

Every interaction is an opportunity to build connection and trust.



Restorative Conversations

Repairing relationships after incidents rather than simply sanctioning.



Knowing Pupils Well

Understanding each child's context, triggers and strengths.



Strong Family Relationships

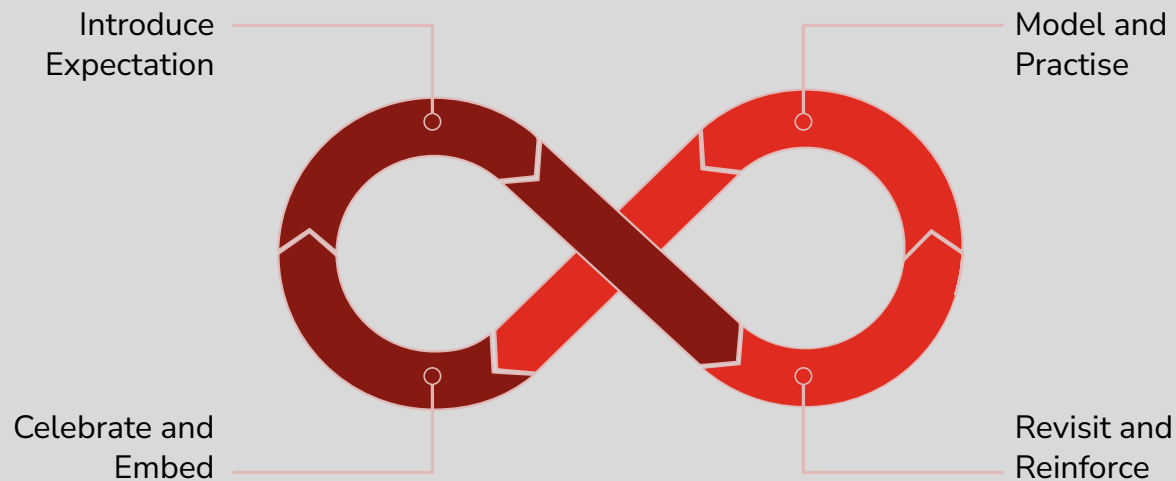
Families as partners in supporting positive behaviour.

Research consistently shows behaviour improves when pupils feel connected to adults.



Explicit Teaching of Behaviour

Behaviour is taught in the same way as other curriculum subjects. These expectations should be revisited throughout the year rather than assumed.



Pupils are taught:

- How to enter a classroom.
- How to resolve disagreements.
- How to work collaboratively.
- How to seek help appropriately.
- How to regulate emotions.

Adaptive Teaching

Behaviour and learning are closely connected. Children are less likely to dysregulate when work is accessible and success is achievable.



Clear Routines

Predictable structures reduce anxiety and dysregulation.



Appropriate Challenge

Work pitched to engage without overwhelming.



Timely Scaffolding

Support provided before frustration escalates.



Reduced Cognitive Overload

Tasks broken into manageable steps.



Engagement Strategies

Active, varied learning that maintains focus.

Universal Safeguarding Against Violence

All pupils should understand:

- What respectful behaviour looks like.
- Physical boundaries.
- Conflict resolution.
- Consequences of aggression.
- Safe ways to express anger.

This could be woven through: **PSHE, assemblies, class meetings, restorative work.**



Universal Monitoring: CPOMS as a Strategic Tool

SLT should routinely track behaviour incidents, physical aggression, playground incidents, exclusions, internal sanctions and attendance. The focus should be **identifying patterns rather than simply recording events**.

1

Log

Record incidents consistently across all staff and locations.

2

Interrogate

Analyse by time of day, location, day of week, term and individual.

3

Identify

Spot recurring triggers, patterns and clustering around specific events.

4

Decide

Use data to drive strategic decisions about resource and intervention.

📌 This moves CPOMS from a **recording tool** to a **decision-making tool**.

Termly Behaviour Report

A termly report, led by the Behaviour Lead and presented to SLT, should include:

1

Quantitative Data

Incident totals, physical aggression rates, exclusions, repeat offenders.

2

Qualitative Analysis

What the data tells us about patterns, triggers and cohort needs.

3

Impact of Universal Provision

Is the whole-school approach reducing low-level disruption and improving the learning environment for all?

4

Impact of Targeted Interventions

Are class-level or individual plans making a measurable difference? Are incidents reducing for identified pupils?

5

Recommendations

What should change next term as a result of the data?

This ensures behaviour is reviewed **strategically rather than only responded to reactively**. The report creates a clear evidence base for decisions about resource, staffing and intervention.

CHAPTER 2

Targeted Support

Class and **cohort level** — intervening before pupils become individual behaviour concerns.



Identifying Priority Classes



Some classes require additional support because patterns of dysregulation, aggression or relational conflict have become established. The goal is to **intervene before pupils become individual behaviour concerns**.

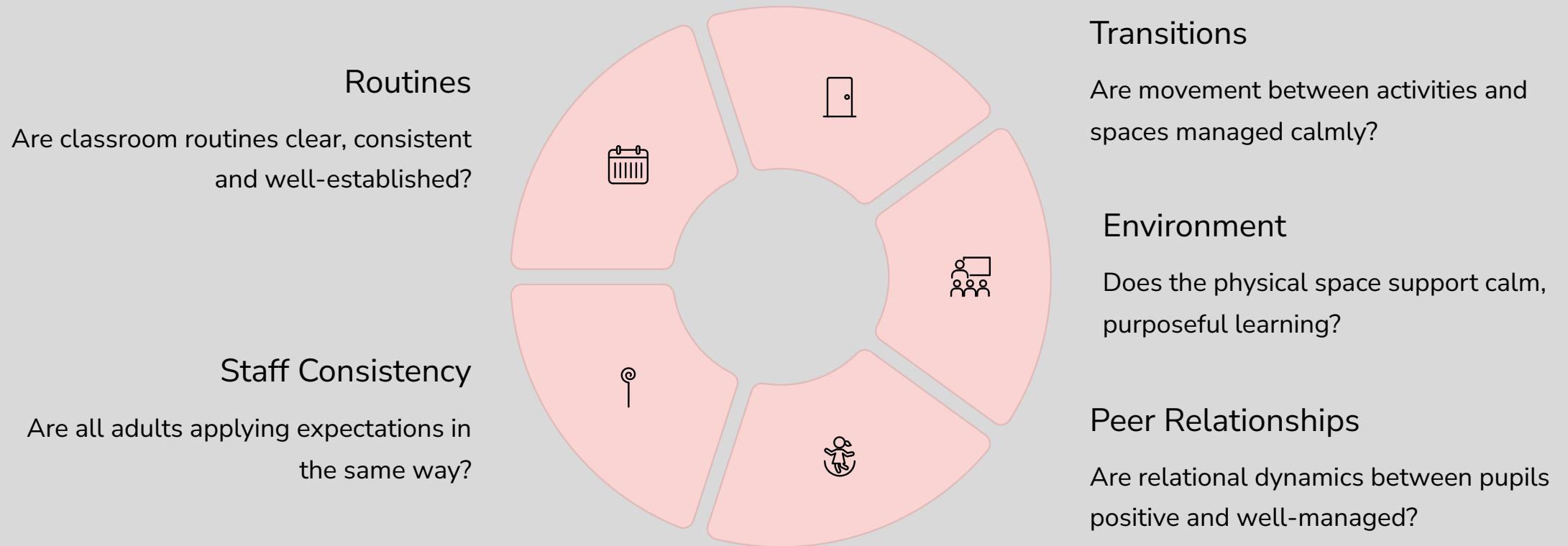
Behaviour data may show:

- Higher rates of aggression.
- Repeated friendship conflict.
- High levels of disruption.
- Specific unstructured times causing difficulty.

Once identified, these classes receive additional support.

Behaviour Lead Classroom Reviews

Led by **Gareth Dale**. The focus is **support and coaching rather than accountability**.



Targeted Class Interventions



Additional Behaviour Curriculum

Short programmes on emotional regulation, friendship skills, conflict resolution, anti-violence messaging and resilience.



Increased Adult Presence

For high-risk periods — arrival, lunchtime, transitions, end of day.



Structured Play

Organised games, trained playground leaders, adult facilitated zones, lunchtime nurture provision.



Coaching for Staff

Targeted CPD on de-escalation, trauma-informed practice, adaptive classroom management and restorative approaches.



CHAPTER 3

Intensive Targeted Support

For **individual pupils** — strategic, relational and multi-agency intervention for those with the highest need.

Behaviour Lead Case Management

The majority of serious aggression is often concentrated among a **very small number of pupils**. Therefore the greatest impact may come from a highly strategic response to these individuals.

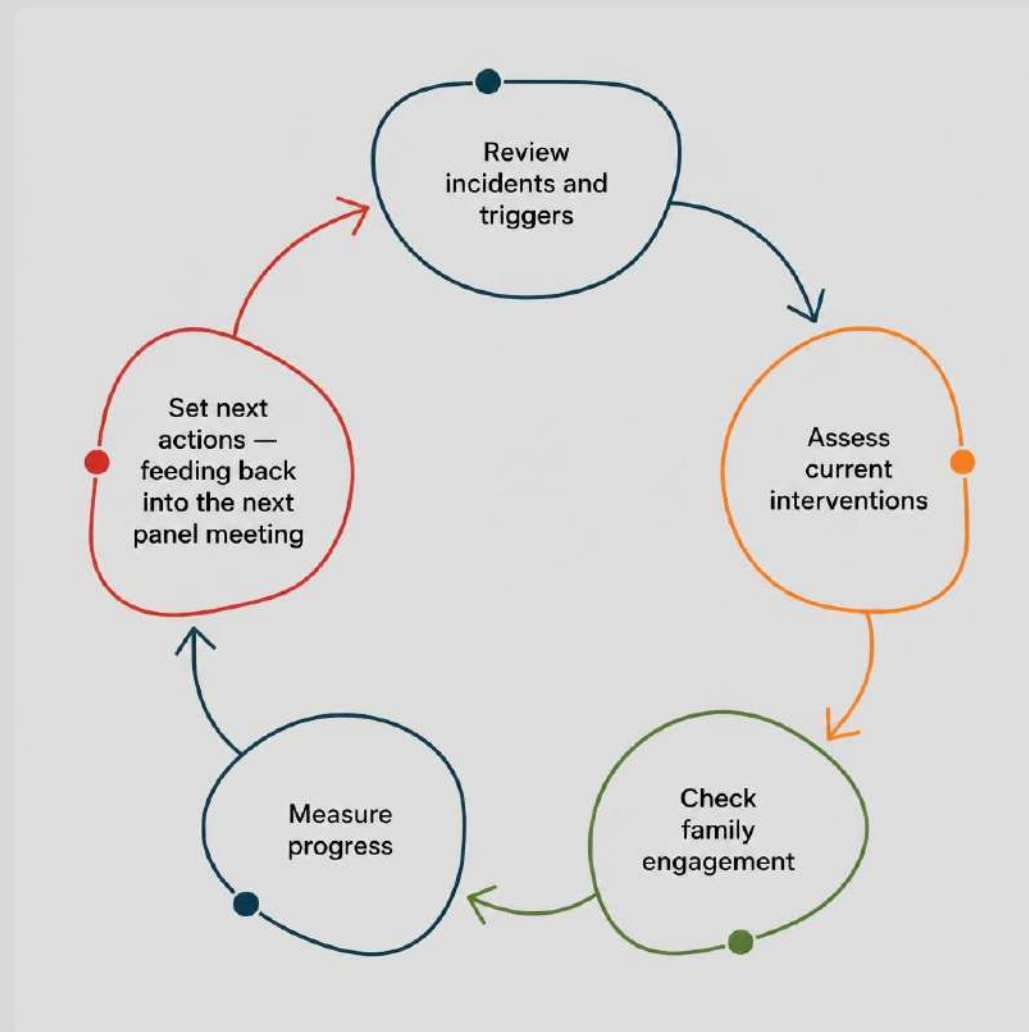
Gareth Dale could become the key professional leading behaviour planning for identified pupils. A **behaviour panel** could meet fortnightly.

Panel Membership

- Behaviour Lead
- SENDCo
- Phase Leaders
- DSL where appropriate

Panel Review

- Incidents and triggers
- Interventions in place
- Family engagement
- Progress against targets



Individual Behaviour Profiles

For identified pupils, document:

Risks Aggression, violence, unsafe behaviours — clearly documented for all staff.	Triggers Unstructured time, peer conflict, correction from adults, academic challenge.
Protective Factors Trusted adults, preferred activities, calm spaces, positive peer relationships.	Response Plans All staff know preventative strategies, de-escalation approaches and post-incident procedures.

Early Identification



Use behaviour data to identify pupils with:

- Repeated physical incidents.
- Increasing frequency of incidents.
- Attendance concerns.
- Safeguarding concerns.
- Unmet SEND needs.

Behaviour should always prompt curiosity: *"What need is driving this behaviour?"* rather than simply *"How do we sanction this behaviour?"*

Mentoring Programme

Led by **Mr Dale**. High-profile pupils receive:



Daily Check-ins

A consistent, trusted point of contact at the start of every day.



Trusted Adult Support

A named adult who knows the pupil well and advocates for them.



Goal Setting

Agreed, achievable targets that give pupils agency and direction.



Celebration of Success

Recognising and reinforcing positive progress, however small.



The relationship with a significant adult often provides the **greatest leverage for change**.

Family Partnership

For persistent aggression, create **behaviour partnership plans**. Focus on:

- Shared expectations.
- Regular communication.
- Agreed targets.
- Support strategies.

Families should feel **supported rather than blamed**.



Working with the Pastoral Team

The Behaviour Lead should work closely with Kingsway's pastoral team, who play a vital role in supporting pupils with complex needs and challenging behaviour.

- 1

Liz Dunstan

Available Tuesday and Wednesday. A key point of contact for pastoral concerns mid-week, particularly for pupils requiring check-ins, emotional support or follow-up after incidents.
- 2

Lisa Beckford

Conducts pastoral work on Wednesdays and teaches one of our high-profile classes on Thursday and Friday. This dual role makes her especially well-placed to support the Behaviour Lead: she has direct daily knowledge of a priority class and can provide both pastoral insight and classroom-level intelligence.

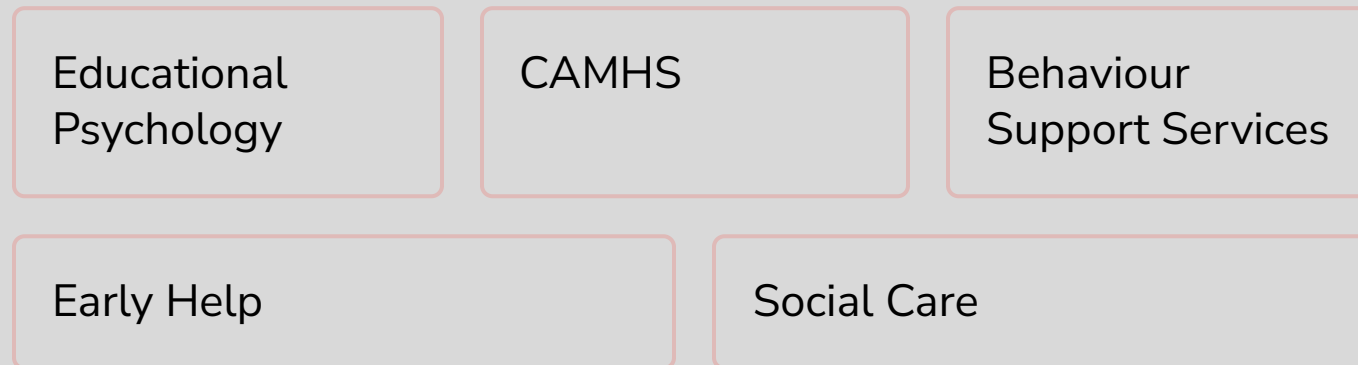
The Behaviour Lead should:

- Schedule regular briefings with Liz and Lisa to share intelligence on pupils of concern.
- Ensure pastoral staff are sighted on individual behaviour profiles and response plans.
- Use pastoral check-ins as part of the daily mentoring offer for high-profile pupils.
- Coordinate so that pastoral availability aligns with high-risk periods (e.g. Wednesday pastoral cover supports mid-week incident follow-up).

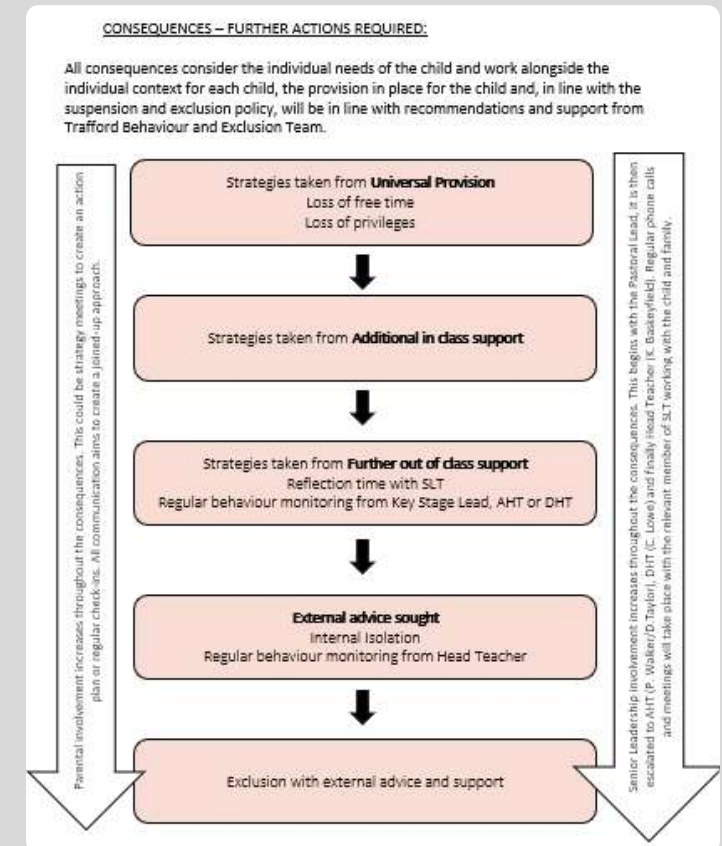
The pastoral team are not a separate system — they are an integral part of the behaviour support structure.

Multi-Agency Support

For the highest-need pupils, consider:



Aggression can often signal wider developmental or emotional needs.



Half-Termly Actions: Behaviour Lead

Each half term, the Behaviour Lead should:

Data and Analysis

- Pull and analyse CPOMS data — incidents by type, location, time, pupil and staff.
- Identify any new pupils of concern and update the priority list.
- Review whether triggers identified last half term have been addressed.

Classroom and Cohort Work

- Complete at least one classroom review per priority class.
- Deliver or commission a targeted behaviour curriculum session for identified cohorts.
- Review structured play and lunchtime provision — is it working?

Individual Pupils

- Convene the fortnightly behaviour panel and ensure all case files are current.
- Review and update individual behaviour profiles and response plans.
- Check in with mentoring programme pupils — are daily check-ins happening consistently?

Staff and Families

- Provide coaching or debrief to staff involved in significant incidents.
- Hold or review behaviour partnership meetings with families of persistent cases.
- Identify any staff CPD needs arising from the data.

Half-Termly Actions: SLT Support for the Behaviour Lead

The Behaviour Lead role will only be effective if it is **actively supported by SLT**. Each half term, SLT should:

Strategic Oversight

- Receive and discuss the half-termly data summary from the Behaviour Lead.
- Ensure behaviour is a standing agenda item at SLT meetings.
- Review whether strategic priorities are on track and adjust if needed.

Capacity and Resource

- Protect the Behaviour Lead's non-contact time for case management, reviews and analysis.
- Authorise deployment of additional adult support to priority classes or high-risk periods.
- Commission or fund CPD identified through behaviour data.

Accountability and Visibility

- Conduct joint learning walks with the Behaviour Lead to assess consistency of universal provision.
- Ensure behaviour data is reported to Governors termly.
- Recognise and celebrate improvements — behaviour progress should be as visible as academic progress.

Pastoral and Safeguarding

- Ensure DSL is sighted on any pupils where behaviour may indicate a safeguarding concern.
- Support the Behaviour Lead in escalating to multi-agency partners where needed.

CHAPTER 4

Strategic Priorities for 2026-27

Four clear priorities to move Kingsway from **reactive incident management** to a model that **prevents, predicts and reduces** behaviour incidents.



Priority 1: Reduce Peer-on-Peer Aggression and Violence



PRIORITY 1

Success Measures

- Reduction in physical incidents.
- Reduction in repeated offenders.
- Reduction in injuries.
- Improved pupil voice.

Priority 2: Increase Consistency Across the School

PRIORITY 2

Success Measures

- Common language used by staff.
- Consistent implementation of procedures.
- Positive staff confidence survey outcomes.



Priority 3: Develop Early Intervention Systems



PRIORITY 3

Success Measures

- Pupils identified earlier.
- Fewer repeat incidents.
- Fewer pupils escalating to serious behaviour concerns.

Priority 4: Establish the Behaviour Lead Role as a Strategic Leadership Function

Mr Dale's role should move **beyond incident management** and become focused on:



Analysing Behaviour Trends



Coaching Staff



Leading Interventions



Supporting Families



Coordinating Multi-Agency Work



Reporting to SLT and Governors



Key Message for SLT

The solution to Kingsway's behaviour challenge is **unlikely to be stronger sanctions alone.**

The greatest impact will come from: outstanding universal provision for all pupils, targeted support for vulnerable classes, and intensive relational intervention for a small number of pupils responsible for a disproportionate amount of aggression and violence.

The role of the new Behaviour Lead should be to ensure that behaviour is understood not simply as a disciplinary issue, but as a **strategic school improvement priority that is everyone's responsibility.**

Sources

- [APRIL 2026 - Relational Approach to Positive Behaviour REVISED.docx](#)